

For information



Leading learning and skills

Gloucestershire Learning and Skills Council Annual Plan 2006-07

May 2006

**Of interest to National, Regional and
Local Learning and Skills Colleagues**

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Preface

We continue to strive towards a learning society in which everyone in Gloucestershire has the opportunity to go as far as their talents and efforts will take them. This Annual Plan for 2006-07 builds on the considerable progress achieved since 2001 as set out in our Strategic Plan 2002-2005 and our previous Annual Plans. Appendix 1 illustrates how our key actions for 2006-2007 relate to the key challenge and themes of the Strategic Plan.

Importantly, as we move towards a period of considerable change, partnership working is embedded within this plan and we will rely on our extensive network of stakeholders and regional LSC colleagues to help deliver key local projects such as the chefs' academy and the engineering CoVE.

For 2006-07 we will focus on the following priorities, themes and key economic sectors relevant to Gloucestershire:

Priorities

1. Implement the 14-19 strategy, with special attention to 16-18 year olds' participation in structured learning, raising the number of apprenticeship completions, and increasing the number of 19 year olds achieving a Level 2/3 qualification.
2. Raise success rates in Skills for Life achievements for all learners, with a particular focus on numeracy and ESOL.
3. Prioritise resources within provider plans for the key economic sectors for Gloucestershire.
4. Increase awareness and take up of skills amongst Gloucestershire's employers to improve business competitiveness.
5. Prioritise resources for employability skills for adults through increasing the number of adults achieving a first full Level 2 qualification.
6. Work in partnership at a local, regional and national level to improve the reputation and image of the further education sector.

Themes

- Young People - improving their participation and achievement.
- Adults - raising the level of skills.
- Improving the quality and responsiveness of provision – taking forward the agenda for change.

Key Sectors

- Construction
- Retail
- Health & Social Care
- Manufacturing/Engineering
- Tourism/Hospitality
- Financial and Business Services
- Food & Drink
- ICT / New Media

Our Vision

The vision for LSC Gloucestershire remains as set out in our original Strategic Plan. Our vision is to establish a learning society in which everyone in Gloucestershire has the opportunity to go as far as their talents and efforts will take them

Our Annual Plan for 2006-07 will be delivered during a time of considerable change for the Learning and Skills Council. During this year LSC Gloucestershire will become smaller and more transactional, focussing even more sharply on our on-going commitment to working in partnership. This will be the keystone of the new organisation and will build on the extensive partnership working that shapes so much of what we do and achieve in Gloucestershire.

By setting out our priorities in our plan for 2006-07 we provide a framework for these partnerships and for the strategic alignment of plans to maximise the benefits to our community of learners and employers. We will continue to use our resources to meet the needs of learners and employers in Gloucestershire. However, our resources are limited and our local priorities will form the basis on which we will make decisions on the use of the resources available.

For 2006-07 the LSC's national priorities are to:

- Ensure that all 14-19 year olds have access to high quality, relevant learning opportunities.
- Make learning truly demand-led so that it better meets the needs of employers, young people and adults.
- Transform the learning and skills sector through Agenda for Change.
- Strengthen the role of the LSC in economic development so that we provide the skills needed to help individuals into jobs.
- Improve the skills of the workers who are delivering public services.
- Strengthen the capacity of the LSC to lead change nationally, regionally and locally

Our local priorities build on our achievements during 2005-06 and contribute to the delivery of the LSC's Agenda for Change programme, as follows:

- Implement the 14-19 strategy, with special attention to 16-18 year olds' participation in structured learning, raising the number of apprenticeship completions, and increasing the number of 19 year olds achieving a Level 2/3 qualification.
- Raise success rates in Skills for Life achievements for all learners, with a particular focus on numeracy and ESOL.
- Prioritise resources within provider plans for the key economic sectors for Gloucestershire.
- Increase awareness and take up of skills amongst Gloucestershire's employers to improve business competitiveness.
- Prioritise resources for employability skills for adults through increasing the number of Adults achieving a first full Level 2 qualification.
- We will work in partnership at a local, regional and national level to improve the reputation and image of the Further Education sector.

In our plan for 2005-6 we set ourselves the following challenges:

- Increase levels of participation in and attainment from Skills for Life.
- Develop a coherent strategy, with partners, for 14-19 learning by encouraging greater collaboration between schools and colleges.

- Push forward our drive to make learning truly demand led by working with Business Link and SWRDA to develop a brokerage system for employers enabling more efficient access to training and support for their employees.

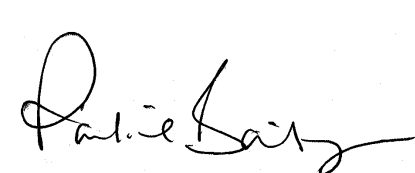
We are delighted to report that we have made considerable progress on all these challenges. During 2005-6 we became one of the most improved LSCs for the delivery of Skills for Life outcomes, and are well on track to achieve our revised targets. We are seeing some very innovative approaches to 14-19 collaboration across the county following the successful launch of the 14-19 Strategy for Gloucestershire. The Skills Brokerage system is now established (The Hub) and is supporting employers across the county. Alongside this, and again harnessing the support of SWRDA, Gloucestershire First, Business Link, and Job Centre Plus, we have opened three further Business Park Learning Zones as part of the Parklife initiative.

We have continued to drive forward our longstanding commitments to increasing 16-19 participation and attainment as well as improving the infrastructure through further capital investments. During this year we have seen investments to relocate Gloscat's Gloucester campus to the Gloucester docks, rebuild Stroud College and the opening of a new sports academy at Hartpury College.

We have reviewed our performance against our Strategic Plan for 2002-2005. 80 of the 88 actions identified in the plan have been completed, with the remaining 8 actions not completed due to lack of funding or the difficulties of measurement. During 2006 we will develop a new three year Strategic Plan for 2007-2010.

Our plan for 2006-07 will build on these achievements and re-emphasise the importance of partnership working. Without the support of our extensive range of partner organisations the achievements of 2005-06 would not have been realised and our 2006-07 plan cannot be achieved.

We are grateful to the commitment, talent and energy of our providers, partners, Council members and staff of LSC Gloucestershire who, together, make all this work.



Pauline Bailey
Acting Executive Director



Brian Kemp
Chair

Our National Priorities

We have published our second Annual Statement of Priorities which will take us further forward in our aim of transformation. Our six national priorities for 2006/07 are to:

1. Ensure that all 14-19 year olds have access to high quality, relevant learning opportunities.
2. Make learning truly demand-led so that it better meets the needs of employers, young people and adults.
3. Transform the learning and skills sector through Agenda for Change.
4. Strengthen the role of the LSC in economic development so that we provide the skills needed to help individuals into jobs.
5. Improve the skills of workers who are delivering public services.
6. Strengthen the capacity of the LSC to lead change nationally, regionally and locally.

Our Regional Priorities for the South West

The region has identified six key priorities for 2006/07:

1. Put into practice the vision and strategy for 14-19 year olds within each local LSC area to improve involvement and achievement.
2. Raise success rates in skills for life with a particular focus on numeracy and ESOL.
3. Prioritise resources within provider plans for the specific sectors of construction, retail, health and social care, and engineering.
4. Prioritise resources to help adults learn skills that will help them find jobs.
5. Build on the success of the Employer Training Pilots to develop Train to Gain across the whole region.
6. Build on existing work with the Further Education sector to enhance its reputation for excellence and responsiveness.

Our local priorities for Gloucestershire

Our key local priorities for delivery by the local team are:

1. Implement the 14-19 strategy, with special attention to 16-18 year olds' participation in structured learning, raising the number of apprenticeship completions, and increasing the number of 19 year olds achieving a Level 2/3 qualification.
2. Raise success rates in Skills for Life achievements for all learners, with a particular focus on numeracy and ESOL.
3. Prioritise resources within provider plans for the key economic sectors for Gloucestershire.
4. Increase awareness and take up of skills amongst Gloucestershire's employers to improve business competitiveness.
5. Prioritise resources for employability skills for adults through increasing the number of adults achieving a first full Level 2 qualification.

6. Work in partnership at a local, regional and national level to improve the reputation and image of the further education sector.

Table A shows how the local, regional and national priorities complement each other and provides the background for subsequent sections of this plan, in particular the context for delivery (page 10) and the key actions (page 20). The key actions section is based on the six local priorities with reference in the left hand column to corresponding regional and national priorities.

Table A - illustrating link between priorities.

Priority	National	Regional	Local
1	Ensure that all 14-19 year olds have access to high quality, relevant learning opportunities.	Put into practice the vision and strategy for 14-19 year olds within each local LSC area to improve involvement and achievement.	Implement the 14-19 strategy, with special attention to 16-18 year olds' participation in structured learning, raising the number of apprenticeship completions, and increasing the number of 19 year olds achieving a Level 2/3 qualification.
2	Make learning truly demand-led so that it better meets the needs of employers, young people and adults.	Raise success rates in skills for life with a particular focus on numeracy and ESOL.	Raise success rates in Skills for Life achievements for all learners, with a particular focus on numeracy and ESOL.
3	Transform the learning and skills sector through Agenda for Change.	Prioritise resources within provider plans for the specific sectors of construction, retail, health and social care, and engineering.	Prioritise resources within provider plans for the key economic sectors for Gloucestershire.
4	Strengthen the role of the LSC in economic development so that we provide the skills needed to help individuals into jobs.	Prioritise resources to help adults learn skills that will help them find jobs.	Increase awareness and take up of skills amongst Gloucestershire's employers to improve business competitiveness.
5	Improve the skills of workers who are delivering public services.	Build on the success of the Employer Training Pilots to develop Train to Gain across the whole region.	Prioritise resources for employability skills for adults through increasing the number of adults achieving a first full Level 2 qualification.
6	Strengthen the capacity of the LSC to lead change nationally, regionally and locally.	Build on existing work with the Further Education sector to enhance its reputation for excellence and responsiveness.	Work in partnership at a local, regional and national level to improve the reputation and image of the further education sector.

Our Targets

Under priority 1, for young people:

- Increase the proportion of 19 year-olds who achieve at least Level 2 by 3 percentage points between 2004 and 2006, and a further two percentage points between 2006 and 2008, and improve attainment at Level 3.
- Nationally we need an additional 31,000 young people to gain a Level 2 in 2005/2006 compared to 2003/2004 and a further 22,000 in 2007/2008 compared to 2005/2006.
- In Gloucestershire we need an additional 467 young people to gain a Level 2 in 2005/2006 compared to 2003/2004 and a further 431 in 2007/2008 compared to 2005/2006.

Under priority 2, for adults:

- Reduce by at least 40 per cent the number of adults in the workforce who lack an NVQ Level 2 or equivalent qualifications by 2010.
- Nationally, in 2006/07 we need to increase the numbers of full Level 2 / 3 provision to 350,000. In addition the roll out of the National Employer Training Programme will increase the LSC contribution to this target.
- In Gloucestershire we plan to deliver an additional 399 (tbc) first full Level 2 qualifications in 2006/07 compared to 2005/06. First full Level 2 qualifications through NETP will be confirmed once tender process has been completed.

Under priority 2, for adults:

- Improve nationally, the basic skills of 2.25 million adults between 2001 and 2010, with a milestone of 1.5 million in 2007.
- In Gloucestershire we need 2700 (tbc) number of learners to achieve Skills for Life qualifications for 2006/07.

Underpinning both priorities 1 and 2, for Apprenticeships:

- The LSC has agreed a new Performance Indicator for Apprenticeships. The aim is for 75 per cent more people to complete their apprenticeships in 2007/08, compared to 2002/03.
- Nationally we aim to raise the number of completions to 70,000 in 2006/07 supporting the achievement of Level 2 and Level 3 qualification targets.
- In Gloucestershire we aim to raise the number of completions to 779 (tbc) in 2006/07.

We also work with key partners to contribute to the following targets:

- Increase the proportion of young people and adults achieving a Level 3 qualification.
- Reduce the proportion of young people not in education, employment or training by two percentage points by 2010
- Increase participation in Higher Education towards 50 per cent of those aged 18 to 30 by 2010.

Our Values

Our values set out for us the way we work.

- **Trust:** the LSC has to be world-class at partnership and so we believe trust must be at the heart of the LSC.
- **Expertise:** we demonstrate expertise and true leadership in every aspect of our work. We have complete understanding of the communities we serve and of what is needed by business in terms of current and future skills.
- **Ambition:** we are ambitious for ourselves, in the goals and objectives we set, but more importantly we are ambitious for the communities we serve, for employers and for individuals in education and training.
- **Urgency:** we want to bring drive and urgency to the learning and skills sector, to tackle long-standing issues swiftly and professionally and to be responsive and fast moving.

Together, applying our four values will ensure the LSC can provide leadership and direction at a time of great change.

A Context for Delivery

The northern-most county of the South West, Gloucestershire, is home to over half a million people and has one of the lowest population densities in the country. The principal towns of Gloucester and Cheltenham are located in the centre of the county, with the Royal Forest of Dean to the west and the Cotswolds to the east.

Gloucestershire accounts for 11% of both the region's area and its population (573,000 people). The population showed slightly lower than average growth over the last decade (5.4% vs. 5.9%). Growth of the working age population in urban areas has lagged behind growth in the surrounding rural areas, suggesting that more employees are choosing to reside in rural communities.

The provider base for Gloucestershire includes 5 Further Education colleges, 17 private providers (including those outside the county for whom we are the lead LSC), 26 post 16 schools, and a number of providers from the voluntary/community sector. We also work with Business Link Gloucestershire, which plays a key role in workforce development for employers as well as delivering the Skills Brokerage service, and we are partners in the Gloucestershire Skills Unit which supports the development of Skills for Life tutors in all post 16 providers.

Gloucestershire's economy performs marginally better than average, although the latest data indicates a recent relative slowdown as traditional manufacturing comes under pressure. In contrast to most other largely rural areas, the manufacturing sector still constitutes a relatively significant proportion of Gloucestershire's economy. Maintaining this manufacturing base is important because it represents high productivity and high value employment.

The industrial profile of Gloucestershire is marked by the continuing presence of manufacturing as a significant component of the local economy. In share terms, Gloucestershire has the largest manufacturing sector of any of the region's areas. In 2002, it constituted 18% of local GVA in comparison with 15% for the region. Approximately 15% of all employees are employed in manufacturing. This emphasises the critical need to support the forthcoming COVE for engineering training.

The manufacturing base, however, has experienced considerable retrenchment in a relatively short period. Between 1998 and 2003, manufacturing employment fell by 21.6% (11,183 jobs). This represents over one in five of all manufacturing job losses in the region. The level and speed of these job losses highlight the intensifying competitive pressures that manufacturing is experiencing. Because of the area's low productivity in manufacturing, some companies in Gloucestershire are finding it difficult to thrive, causing firms to cease operations and/or move to less expensive locations.

The largest manufacturing sectors are in engineering (2.7% of GVA) and electronics (2.6%). The broad industrial profile for the County matches that for the regional economy as a whole. This constitutes significant employment in distribution, hotels and catering, (25.8%), financial and business services (16.6%) and education and health (21.2%).

Despite manufacturing's difficulties, Gloucestershire has added a significant number of jobs in the most recent period. Between 1998 and 2003, there was a net gain of over 23,000. Growth in private services and public services has more than compensated for losses in manufacturing, agriculture and utilities.

As with most mixed rural and urban areas in the region, the average 'tightness' of the labour market for Gloucestershire as a whole hides significant variation. Unemployment rates of about 3.7% (year to May 2005) and an employment rate of 80.7% broadly represent average regional performance. However, claimants as a percentage of the working age population range from 0.8% in Cotswolds to 2.1% in Gloucester city. More

notable is the relatively high proportion of these claimants that are long term, suggesting concentrated areas of under-employment in the urban centres of Cheltenham and Gloucester. *(The above has been sourced from the SWRDA Economics Review - November 2005)*

Current Activity 2005-2006

We have made good progress against our headline activities in the 2005-2006 annual plan. One area that has been disappointing is the number of apprenticeship starts for 2004/05. This was due to our local intervention process which automatically caps further recruitment until achievement reaches an acceptable level and the fact that one provider, Coverage Care, ceased to operate. The LSC has agreed a new Performance Indicator for apprenticeships which is to increase the number people completing their apprenticeship by 75% by 2007/08 compared to 2002/03.

Priority 1 (see table A)

In the South West participation for 16 year olds has remained static at 85% between 2000 and 2003; participation at 17 has decreased from 78% in 2000 to 77% in 2003. The participation rate of 16 and 17 year olds for Gloucestershire was 81% in 2003, down slightly from its high point of 82% in 2000, and broadly similar to the regional rate. *(Source: Participation in Education and Training by 16 and 17 Year olds in each Local Area in England: 2002 and 2003. SFR11 2005)*

On level 2 achievement at 19 years, the South West is performing well with Gloucestershire being 96% of the way towards the target achievement rate of 75% by 2006. This means that just an additional 467 learners in that cohort need to achieve a level 2 for the target to be reached.

Achieved L2 at	19 at 2003/04	19 at 2004/05	19 at 2005/06	19 at 2006/07	19 at 2007/08
16	58%	61%	61%	61%	62%
17	64%	68%	70%	70%	
18	69%	73%	76%		
19	72%	77%			
Population	7,096	7,190	7,434	7,708	7,799
Baseline/Target	72%		75%		77%

Participation in level 3 at 19 years of age in the South West is higher than the national average, but achievement is the same as the national average. 51.2% of 19 year olds in Gloucestershire had achieved a level 3 by the end of 2003/04, the highest proportion of all LLSCs in the region.

The region and Gloucestershire are performing better than the national average on levels 2 and 3, although the gap between regional and national performance at Level 2 is much wider than the gap between regional and national performance at Level 3. The steps we will take to improve achievement at level 2 and 3 are identified in our summary of key actions.

In the 14-19 Delivery Plan for the county increasing employer engagement will be a key priority for the local partnerships. The Gloucestershire Education and Business consortium will be an important partner in taking forward the 14-19 agenda providing established links with employers as part of all of our local 14-19 Area Partnerships.

Alongside this we will also establish two sector focused 14-19 vocational networks focussing on two of our Coves (Engineering and Health and Social Care) which will bring together specialist schools; work-based learning providers, employers; and specialisms

within colleges; and higher education to focus on establishing clear progression routes and enhancing the curriculum to prepare for the delivery of the both the Engineering and Health and Social Care diplomas.

Once piloted in these two sectors the model will be used more widely to engage employers in supporting the development of the curriculum for the other diplomas due to be in place by 2008.

To meet the 14-19 White Paper's ambition for 90% of 17 year olds in learning by 2015, we will need to continue delivery through the LSC/LA 14-19 strategy and ensure that the learner entitlement is delivered through Area Partnerships. We will continue to work in partnership with Connexions to focus our efforts on reducing the number of learners not in education, employment or training (NEET) through appropriate provision and support. This includes the Education Maintenance Allowance (EMA), other forms of learner support and tailored individual learning.

Priority 2 (see table A)

Around 6% of the region's 155,000 employers have apprentices. At around 25%, large employers (500+ employees) are most likely to have apprentices, whereas the smallest employers are least likely, with 4%. There is wide variation between industries, with employers from those with traditions of employing apprenticeships being most likely to be involved e.g. Construction, Automotive, and parts of the public sector being least likely. Variations between LLSC areas are marginal.

The region is encouraging Sector Skills Councils to review apprenticeship frameworks to try to engage sectors with low participation. In order to deliver the current regional target of 6616 Framework Completions in 2006/07 (estimated regional target), it will be necessary to increase the average Framework Completion rate in the region to 49% from 46% in 2005/06 assuming that a similar number of people will leave the programme.

Priorities for Success has already indicated that overall WBL funding levels will reduce, thus our focus for 2006/07 will be maintaining participation whilst significantly increasing retention and achievement.

In Gloucestershire, the framework completion rate in 2004/05 was 46%, the same as the regional average. Framework completions were below the regional average in the following areas of learning:

- Engineering, Technology and Manufacturing
- Hospitality, Sports, Leisure and Travel
- Information and Communication Technology
- Retailing, Customer Service and Transportation

For all these areas of learning, the completion rate for Gloucestershire was 2 percentage points lower than the regional average. Locally our aim is to ensure that 75% more people will complete their apprenticeships in 2007/8 compared to 2002/03.

We will continue to support the skills brokerage service as part of the roll out of NETP by working through our key sectors to improve leadership and management and supervisory skills in Gloucestershire. In addition we will develop a coordinated strategy for the Information Advice and Guidance service to support adults to improve skills and sustainable employment.

Priority 3 & Priority 4 (see table A)

The LSC 's reform programme, Agenda for Change, will radically transform the post 16 sector to meet the huge challenge of developing the skills required to meet the aims of

greater social justice and increased economic competitiveness. For 2006/7 we intend to introduce a “commissioning element to our funding, so that we buy provision that truly meets our priorities”. We will also build on existing work with Further Education to develop the reputation of the sector.

The LSC has designated three categories for the financial health and solvency of colleges – Finance Health Category A indicates that a College has sufficiently robust finances in order to implement their forward plans and deal with most adverse circumstances that may arise, Category B indicates the ability to deliver plans may be compromised by adverse circumstances while Category C indicates that a college may become dependent on others e.g. borrowing may be required to deliver their plans.

In the Gloucestershire area there are three Category B colleges and two Category C colleges. Within the spirit of *agenda for change*, we continually work with colleges to maintain and improve their financial health, working more closely with those colleges where concerns are greatest.

We are continuing the countywide training events for college governors. The events are from the Centre for Excellence in Leadership and include; Governance Overview, FE Finance, Employment Relations, Learners Curriculum and Standards and Excellence in Governance. The aims of the events are to; gain a greater understanding of current developments in a wide range of governance issues, including improving understanding of the LSC agenda. Also, to gain knowledge and share experience and good practice to help contribute effectively to the strategic development of colleges’ core business.

We are currently having early discussions with the Centre for Leadership on developing a further module on self assessment. The purpose of this is to encourage governors to have a better understanding of the self assessment process for colleges and also to be able to develop a viable self assessment process to gauge the effectiveness of the governing body. We are hoping to pilot this during the 2006/07 academic year.

Over the next decade, Working Futures II indicates that around 24,000 employees in Gloucestershire who already have a level 2 qualification will need replacing, around 2,400 annually. This requirement is just to replace those who will leave the labour market each year; more will be required in order to actually increase the proportion of the workforce who has a level 2 qualification. We intend to prioritise resources for employability skills for adults through increased first full level 2 achievements.

The South West further education success rate is 6 percentage points above the national average for short courses and is now similar to the national average for levels 1, 2, 3, 4, 5 and HE. The removal of funding for short courses will impact adversely on FE success rates in the region where success rates are higher than on long courses. On the key issue of level 2, success rates have increased from 51% to 59% between 2001/02 and 2004/05. Gloucestershire's performance has significantly improved during 2004/05 with success rates at Level 2 for both 16-18 year olds (72% against 61%) and adults (67% against 58%) being above the regional average.

Construction is the only sector in the region to have experienced falling success rates in between 2001/02 and 2003/04, although they have increased in Gloucestershire. Of more concern to Gloucestershire is that success rates in the key sectors of engineering and retail have fallen since 2001/02, for both young people and adults. However, in engineering, success rates have recovered somewhat since 2002/03, driven by 16-18 year olds, for whom Gloucestershire has the highest success rate in the region. We will prioritise resources within provider plans to meet the needs of our key economic sectors.

The DfES Skills for Life (SfL) Survey estimates that 54% of adults in the South West do not possess level 2 skills literacy, while 77% do not have level 2 in numeracy. However, in numeracy, 80% (279,900) of adults in Gloucestershire do not have level 2 skills, higher

than the regional average of 77%. 44% (152,500 adults) only possess entry level skills, a lower proportion than regionally (49%). The same survey suggests that Gloucestershire has a resident ESOL population of 6,460 adults (1.8% of the population) of which 2,650 have entry level literacy skills in English. There are also significant numbers of migrant workers with poor English and we will work through the Hartpury College CoVE in food manufacture to explore new opportunities in ESOL for migrant workers employed within the sector to increase their employability skills.

At the end of 2003/04, Gloucestershire had achieved 57.4% of its target of 8,845 learners achieving an approved SfL qualification, the lowest achievement rate in the region. However 2004/05 was a more positive year, with 3,029 learners achieving towards the target, almost twice the number in 2003/04. Positive progress has also been made towards the LSC's new SfL target. Gloucestershire's proposed milestone for 2007 is 7,650, and the 3,029 learners counting towards the target in 2004/05 represents approximately 40% of the required number by 2007. We will build on this improvement by increasing employee participation and achievement levels in skills for life. We will also build on the "Working together" strategy to increase voluntary sector involvement in the delivery of learning to support neighbourhood regeneration.

On 1 August 2006, the responsibility for the learning and skills of offenders in custody will be transferred to the LSC from the Home Office. The new Offenders' Learning and Skills Service (OLASS) is currently being introduced in England. The service will integrate learning and skills provision for offenders in custody and the community with all offender learning and skills provision planned and funded by the LSC. The aim of the new service is to provide a holistic end to end service for offender learning.

In the South West it was decided to identify four units based on different elements of the Offender Learning Journey. The service delivery model involves delivery by a lead provider and sub-contractors/consortium for each of the units. This will maximise integration across custody and the community and throughout the region.

Priority 5 (see table A)

There has been employment growth in the public sector in Gloucestershire over the last four years, mainly among professional groups, with a decline in elementary/secretarial occupations. 45% of public sector staff have level 4 or above qualifications. A further 12% have level 3. The proportion of staff that have below level 2 qualifications represent approximately 11-12% of the public sector workforce. Apprenticeship activity is approximately 4% for the SW and showing a gradual but persistent decline. We will work regionally with public sector employers to increase the number of apprentices that are recruited and supported across a range of occupational sectors, and to address gender stereotyping.

The main skills in need of improvement are team working, customer handling, problem solving, communication skills, and to a lesser extent general IT (*source: NESS 2004*). Although SfL are not perceived to be a problem in the public sector, we will work through the Hartpury College CoVE in food manufacture, to explore new opportunities in ESOL for migrant workers employed within the sector to increase their employability skills.

We will work with the public sectors of health, care, local authorities, schools and colleges to ensure we are meeting the needs of those without a qualification at level 2. Also, we will continue to support the Workforce Development Advisor post within the Gloucestershire Skills Unit whose role it is to facilitate public sector employees to improve their employability skills. We will prioritise these groups in our local planning discussions with colleges and providers, as part of our collective effort to drive up skills in the public sector.

Priority 6 (see table A)

We have recognised that we need to transform ourselves if we are to deliver the sort of strategic change that we expect from our partners. Through our agenda for change programme our ambition is to provide strategic leadership to the sector.

We will continue to work in active partnership with the regional skills partnership (SWESA) to deliver added value through partnerships (this also applies to priority 4). Research has demonstrated the importance of capital expenditure in increasing recruitment, retention and achievement of learners. In response to this we will implement the local and regional Capital Strategies to support effective investment plans in the FE estate that reflect the national and regional priorities and the complementary strategies of key stakeholders.

We will engage in the regional forums to take forward the implementation of the Race Equality in Employment Standard. This will provide us with an opportunity, both locally and regionally, to identify, develop and disseminate good practice in embedding equality and diversity in all that we do.

Skills Matrix

This matrix sets out the contribution of Gloucestershire's existing learning provision to the LSC's priorities. The regional goal is to improve the contribution to provision offering qualifications and in sectors of the economy that have been prioritised by the LSC by 10-30% in 2006-07.'

The skills matrix (page 16) is available at local, provider and regional level. It shows provision categorised by contribution to targets and match with regional sub-sector priorities. It gives an indication of the scope for shift in the balance and mix of provision, but it should be noted that it is not a precise tool for measurement. However, we are able to use it during planning dialogues with providers to ensure that we move towards purchasing provision that contributes to LSC targets.

In the body of the table, green represents provision that counts towards our targets, orange, provision that has the potential to contribute and red, provision that does not contribute, and will no longer be eligible for LSC funding from 2006/07. With the focus more keenly on purchasing provision which counts towards our targets we expect to see a shift in provision from right to left with the majority of future provision in the high and medium boxes. However, there will always be an element classed as low priority due to provision for learners with learning difficulties and/or disabilities (LLDD).

Skills Matrix - 2004/05

Under 19	High		Medium		Low		Total	
	£ and Enrols	%	£ and Enrols	%	£ and Enrols	%	£ and Enrols	% of Overall
Likely to contribute	5,597,958 12143	22%	4,079,958 2455	16%	10,834,570 10098	43%	20,512,486 24696	81%
Potential to contribute	724,448 653	3%	324,132 669	1%	831,084 1904	3%	1,879,664 3226	7%
No longer eligible for LSC funding	123,469 92	0%	0 0	0%	35,480 132	0%	158,949 224	1%
Other (eg UFI and Unclassified)	0 0	0%	0 0	0%	0 0	0%	0 0	0%
Entitlement	0 N/A	0%	0 N/A	0%	2,799,925 N/A	11%	2,799,925 N/A	11%
Totals	6,445,874 12888	25%	4,404,091 3124	17%	14,501,059 12134	57%	25,351,024 28146	100%

19 and Over	High		Medium		Low		Total	
	£ and Enrols	%	£ and Enrols	%	£ and Enrols	%	£ and Enrols	% of Overall
Likely to contribute	4,103,289 9011	26%	1,494,897 2064	9%	4,332,940 11684	27%	9,931,126 22759	62%
Potential to contribute	2,143,507 4075	13%	342,881 1424	2%	3,004,951 9276	19%	5,491,338 14775	34%
No longer eligible for LSC funding	229,828 971	1%	0 0	0%	258,380 4015	2%	488,208 4986	3%
Other (eg UFI and Unclassified)	0 0	0%	0 0	0%	0 0	0%	0 0	0%
Entitlement	0 N/A	0%	0 N/A	0%	65,158 N/A	0%	65,158 N/A	0%
Totals	6,476,624 14057	41%	1,837,778 3488	12%	7,661,429 24975	48%	15,975,830 42520	100%

NB percentages are funding values as a percentage of the total funds, for each age group

Key changes needed (NB. figures to be confirmed)

An over-riding change which will apply to both young people and adult provision will be to:

- Increase the proportion of delivery aims which contribute to our targets by 20%

Young People (04/05 compared to 06/07)

- Increase the proportion of 19 year olds achieving a Level 2 qualification by 3 percentage points
- Increase the proportion of 19 year olds achieving a Level 3 qualification by 3 percentage points.
- Increase the number of learners in school sixth forms and colleges from 12,899 to 13,286
- Increase the number of Framework completions from 668 to 779
- Increase the number of Apprenticeship Framework achievements, aligned to sector priorities and sector skills agreements, from 46% to 55%.

Adults

- Ensure the delivery of full Level 2s qualifications are aligned to sector priorities and sector skills agreements (see table below).
- Increase the proportion of Skills for Life achievement that counts towards the target to ensure we meet the 2007.
- Work with providers to deliver a step change in the delivery of provision to address Sector Skills Agreement (SSA) requirements as follows:

<i>IT/ITQ</i>	<ul style="list-style-type: none"> • Increase the number of learners on ITQ qualifications • Transfer learners on other IT qualifications to ITQ especially at Levels 2 and 3 • Contribute to regional share of SSA target from a baseline of 3,380 (2004/05)
<i>Construction/OSAT</i>	<ul style="list-style-type: none"> • Increase the number of learners registering and completing Level 2 OSAT • Contribute to the regional share of SSA target from a baseline of 1,303 (2004/05)
<i>Engineering/BIT</i>	<ul style="list-style-type: none"> • Increase the number of learners on BIT (Levels 2 and 3) • Transfer learners from PMO to BIT qualifications where appropriate • Contribute towards the regional share of SSA target from a baseline of 25 at Level 2 and 9 at Level 3 (2004/05)
<i>Health and Social Care</i>	<ul style="list-style-type: none"> • Promote and increase delivery of Level 2 (and Level 3 where appropriate) to care sector employees/employers • Meet significant need for Skills for Life (including ESOL) requirement
<i>Retail</i>	<ul style="list-style-type: none"> • Increase delivery of Level 2 qualifications in the sector. • Meet significant need for Skills for Life
<i>Hospitality/Tourism</i>	<ul style="list-style-type: none"> • Increase the number of employees qualified to Level 2 • Meet significant need for Skills for Life (including ESOL)
<i>Public Sector</i>	<ul style="list-style-type: none"> • Identify what is currently being delivered by providers • Increase delivery of Level 2 qualifications to school support staff and contribute towards the regional share of the 2006/07 qualifications target.

What we have delivered so far and our planned changes for 2006/07 (sheet 1 of 2)

SUMMARY OF YOUNG PEOPLE (16-18)	2004/05			
	Learners			Funding £
	Volumes of learners	In-year achievements (volume)	Success Rates	
FE Total Learners	6776			26,056,989
<i>of which...</i>				
Learners on Skills for Life target qualifications	2857	1424		
Learners on a full Level 2 qualification	1174	718		
Learners on a full Level 3 qualification	2957	1785		
Learners on 2 or more A2 qualis	533	499		
Discrete* activity, e.g. fully ESF, or LIDF funded provision	0	0		
School sixth form	5953			25,940,069
Work Based Learning	12 month average in learning (volume)	Framework achievement s (volumes)	Framework achievement /12 month AiL	Funding £
WBL Total Learners	1362			3,791,963
<i>of which...</i>				
Learners on Skills for Life target qualifications	785	375	1452	
Learners on an Apprenticeship	680	207	222	
Learners on an Advanced Apprenticeship	672	51	36	
Entry to Employment	Learners			Funding £
	Volume s (starts)	Number s in learning	Av. length of stay (weeks)	Pos've destinati ons
All E2E	774	1609	19.8	351
				2,871,493

2005/06				
Learners				Funding £
Volumes of learners	In-year achievements (volume)	Success Rates		
7008				29,148,801
2871	1468			
1188	755			
3175	1938			
559	525			
0	0			
6204				27,234,669
12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL		Funding £
1800				4,370,403
1187	531	1553		
963	321	314		
827	105	81		
Learners				Funding £
Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destinatio ns	
705	1428	15.5	402	2,802,432

2006/07				
Learners				Funding £
Volumes of learners	In-year achievements (volume)	Success Rates		
7287				32,584,459
3095	1650			
1278	814			
3356	2066			
505	563			
0	0			
6382				27,570,000
12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL		Funding £
2371				4,925,141
1271	560	1743		
1068	387	336		
1303	77	79		
Learners				Funding £
Volumes (starts)	Numbers in learning	Av. length of stay (weeks)	Pos've destination s	
827	1432	13.2	432	2,377,931

Green header indicates underpinning data is complete

Red header indicates underpinning data is incomplete

What we have delivered so far and our planned changes for 2006/07 (sheet 2 of 2)

SUMMARY OF ADULTS (19+)	2004/05			
	Volumes of learners	Learners In-year achievement s (volume)	Success Rates	Funding £
FE Total Learners	27726			16,181,897
<i>of which...</i>				
Learners on Skills for Life target qualifications	1346	869		
Learners on a full Level 2 qualification	1776	972		
Learners on a full Level 3 qualification	1611	853		
Learners on 2 or more A2 quali	37	32		
Discrete* activity, eg fully ESF, or LIDF funded provision	416	299		
Adult & Community Learning	15205			
Work Based Learning	12 month average in learning (volume)	Framework achievement s (volumes)	Framework achievement / 12 month AiL	Funding £
WBL Total Learners	810			1,981,820
<i>of which...</i>				
Learners on Skills for Life target qualifications	336	160	621	
Learners on an Apprenticeship	380	148	195	
Learners on an Advanced Apprenticeship	451	68	77	
ETP / NETP	Volumes of learners	In-year achievements (volume)		Funding £
	0	0		

2005/06			
Volumes of learners	Learners In-year achievements (volume)	Success Rates	Funding £
25209			14,993,233
2042	1479		
1722	957		
1589	789		
41	34		
1342	751		
16100			
12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL	Funding £
965			2,030,135
511	227	665	
371	184	196	
520	142	167	
Volumes of learners	In-year achievements (volume)		Funding £
78	22		

2006/07			
Volumes of learners	Learners In-year achievements (volume)	Success Rates	Funding £
20726			14,357,745
2133	1280		
1761	812		
1514	732		
29	23		
1745	1948		
16600			
12 month average in learning (volume)	Framework achievements (volumes)	Framework achievement / 12 month AiL	Funding £
955			1,694,630
545	240	746	
452	218	194	
506	148	156	
Volumes of learners	In-year achievements (volume)		Funding £
72	20		

Budgets	FE	WBL	E2E	SSF	ACL	ETP/NETP	Development Funding	Capital	Administration	Other Programme Budgets
2004/05	38,147,200	5,798,858	3,134,092	24,850,806	2,096,668	0	3,111,244	933,506	1,556,093	2,937,303
2005/06	43,460,000	5,959,000	2,760,570	26,774,000	2,118,000	0	2,573,000	321,000	1,474,000	2,375,532
2006/07	45,455,000	6,440,000	2,478,000	29,583,000	2,232,000	983,000	1,783,000 0	0	0	4,561,000

Key actions: Young People - improving their participation and achievement.

Priority	Key Local Actions in response to LSC priorities	Summary of local activities	Key Outcomes	Regional or local delivery
L1, R1 & N1	Implement the 14-19 strategy, with special attention to 16-18 year olds' participation in structured learning, raising the number of apprenticeship completions, and increasing the number of 19 year olds achieving a Level 2/3 qualification.	Ensure collaborative working between schools, colleges, training providers and local strategic partners to achieve the level 2 target for young people in each area of the county.	Increase in the proportion of 19 year olds who achieve a level 2 qualification by 3 percentage points in 2006 (compared to 2004). Increase from 46% (04/05) in apprenticeship completions to 55% (06/07)	Local
L1, R1 & N1		Continue with the implementation of the joint LSC/LA 14-19 strategy and learner entitlement and will publish a 14-19 prospectus of the learning and training opportunities available in Gloucestershire.	Increase in the participation of 17 year olds in learning by 2 percentage points to 78% by 2007. Development of an on-line prospectus by September 2006.	Local
L1, R1 & N1		Ensure the governing body of Sir William Romney school, the local authority and the LSC reach agreement on effective future provision for 16-18 year olds in the south Cotswolds.	Decision agreed on viability of the sixth form at Sir William Romney school by September 2006.	Local
L1, R1 & N1		Work with the LA and Connexions to align provision with the "Change for Children" process.	A county wide Children and Young People's plan is developed and implemented by March 2007.	Local
L1, R1 & N1		Ensure local stakeholders develop effective working relationships with the new Education Improvement Partners to support improvements in sixth forms.	Agree Strategy with Local Authority for stakeholder involvement in Education Improvement Partnership by March 2007.	Local
L1, R1 & N1		Work with Connexions to continue to reduce the number of young people not in education, training or employment (NEET).	Number of NEETS is below 4.2% of the 16-18 years old cohort by November 2006.	Local

Adults - raising the level of skills.

Priority	Key Local Action in response to LSC priorities	Summary of local activities	Key Outcomes	Regional or local delivery
L2, R2 & N2	Raise success rates in Skills for Life achievements for all learners, with a particular focus on numeracy and ESOL.	Ensure all SfL providers to have measures in place which will increase retention and raise success rates. Through the Hartpury college CoVE in food manufacture, explore new opportunities in ESOL for migrant workers employed within the sector to increase their employability skills.	We will ensure that 5,500 learners participate and 2,700 learners achieve Skills for Life qualification in 2006/07.	Local/regional
L2, R2 & N2		Support the skills brokerage service as part of the roll out of Train to Gain by working through our key sectors to improve leadership and management and supervisory skills in Gloucestershire.	For 2006-2007: Leadership and Management qualifications = 150, Team Leader qualifications = 150, Broker qualified = 11, Micro learning qualifications = 45	Regional
L2, R2 & N2		Develop a coordinated Strategy for the Information Advice and Guidance service to support adults to improve skills and sustainable employment.	Strategy to be adopted by IAG Board at Feb/March 06 meeting. Implementation of the first phase of the three year development plan in place by March 2007.	Regional
L3, R3 & N3	Prioritise resources within provider plans for the key economic sectors for Gloucestershire.	Negotiate with providers to ensure that we prioritise resources within provider plans for our key economic sectors.	Increase apprenticeships provision in our key sectors from 91% to 92% for 06/07.	Local
L4, R4 & N4	Increase awareness and take up of skills amongst Gloucestershire's employers to improve business competitiveness.	Establish a portfolio of skills options for workforce development that incorporates NETP/Train to Gain (first full level 2 and basic skills), the Hub (leadership and management and level 2) and Parklife (full cost bespoke and short course programmes).	1,600 employees (learners) to gain accreditation by March 2007.	Local/regional
L4, R4 & N4		Implementation of Parklife phase 2 with the creation of a Cotswold learning zone in addition to our five phase 1 learning zones in other	Skills agenda embedded into the wider economic development priorities of Local Strategic Partnerships and	Local

		districts within the county (subject to approval by SWRDA).	stakeholders.	
L4, R4 & N4		Work with employers within the hospitality industry and FE colleges to develop a prestige, flexible chef's management development programme (Chef Excellence Project)	Level 3 culinary management training programme in place by June 2006. Head Chef Forum established.	Regional
L4, R4 & N4		Facilitate a partnership between WBL and FE providers with employers within the advanced engineering sector to develop structured pathways of progression in the sector from 14+ years old, including developing higher level skills at level 3 and 4 built around a CoVE and development of a foundation degree with the University of Gloucestershire.	Advanced Engineering CoVE in place. Foundation Degree developed. Collaboration resulting in work placed learning for 14+ years old.	Regional
L5, R5 & N5	Prioritise resources for employability skills for adults through increasing the number of Adults achieving a first full Level 2 qualification.	Work with all stakeholders to ensure we are meeting the needs of those without a level 2 qualification. Ensure the Gloucestershire Skills Unit (GSU) continues to facilitate public sector employees to improve their employability skills.	1018 learners (FE & WBL) to achieve a full level 2 qualification during 06/07. GSU to facilitate 370 employees to enrol on courses and 185 to achieve a targeted qualification.	Local/regional
L5, R5 & N5		Develop LSC staff to demonstrate exemplar public sector commitment to skills development.	Learning & Development plan in place for 2006/7. Undertake evaluation of effectiveness of all learning and development.	Local/regional

Improving the quality and responsiveness of provision – taking forward the agenda for change.

Priority	Key Local Action in response to LSC priorities	Summary of local activities	Key Outcomes	Regional or local delivery
L6, R3 & N3	We will work in partnership at a local, regional and national level to improve the reputation and image of the Further Education sector.	Through the procurement strategy we will introduce a 'commissioning' element to our funding, so that we buy provision that meets our priorities and maximises the achievement of accredited qualifications.	Agree local 'commissioning' strategy to complement regional strategy by December 2006.	Local
L6, R6 & N6		Negotiate completion of FE strategic overview and ensure Federation of Colleges agrees recommendations.	Dissemination of agreed report by May 2006. Implementation of recommendations agreed by March 2007.	Local
L 6, R3 & N3		Ensure that fee income targets (05/06 target is 27.5%) within FE colleges are increased by encouraging greater employer investment in learning.	Fee income target of 32.5% achieved in 2006/7, compared with 27.5% in 2005/06	Local
L6, R6 & N6		Implement the Regional Capital strategy to support effective investment plans that target modernisation and renewal of the FE estate.	Local capital strategy finalised by March 2006 to complement regional strategy.	Local/regional
L6, R6 & N6		We will progress the extensive new build programmes at our local colleges, including National Star College	Gloscat Gloucester campus on target to open September 2007. Rebuild of Stroud College on target to open September 2007.	Local/regional
L6, R6 & N6		Support the restructuring of the LSC to ensure it is better able to deliver the aims of Agenda for Change.	Effective implementation of theme 7 without disruption to business processes.	Local/regional
L6		We will develop a new Gloucestershire Strategic Plan 2007-2010	Plan completed by December 2006 and issued to all stakeholders.	Local

Our Delivery Resources

Human Resources

We are committed to developing our staff to help us achieve our strategic and business objectives. This development is based on the LSC four core values of trust (engendered through the partnerships we build); expertise (in all that we do); ambition (for ourselves and for the individuals, employers and communities we serve) and urgency (in responding to the challenges we face).

We have identified four priority areas for staff development:

- Developing a rapid understanding of the new processes and protocols between local and regional management to ensure that the forthcoming changes under the new structure proceed as effectively as possible.
- Developing management and leadership skills of individuals across the organisation.
- Developing relationship management skills to improve our working with providers and other stakeholders at all levels.
- Developing a greater understanding of diversity issues to support LSC functions.

When there are competing demands on the learning and development budget and/or staff time, these areas of activity will take precedence. However, we will undertake training of regional staff with Council members on the needs of Gloucestershire.

Council members have been involved in the development and approval of this plan. The Area Director will be responsible for monitoring progress against agreed targets and will report progress to Council at each Council meeting ensuring that any issues arising due to funding or under/over performance are addressed. Regional staff will be required to attend Council meetings when appropriate to report on delivery and implementation issues.

Equality and Diversity

The Council will ensure that planned activities take account of its duty to promote equality of opportunity in relation to race, gender and disability and our responsibilities under other equality legislation including the Race Relations Act, the Disability Discrimination Act and European regulations relating to sexual orientation, religion or faith and age (due to come into effect in 2006). Our actions and activities which are covered in this plan will be underpinned by, and reflect, the Council's Race Equality Scheme.

Internally, we continue to make progress on our workforce profile against the national benchmarks:

- For women in band 3 and above our achievement is 50% of women in band 3 against national target of 51%
- For the proportion of men in band 1 role our achievement is 10% of men in band 1 against the target of 30%.
- For the total number of BME employees our achievement is 7.8% of BME employees against the 2010 national target of 9.1%.
- For the total number of BME employees in band 3 and above, our achievement is 20% of BME employees in band 3 against the 2010 national target of 16%.
- For total number of employees who consider themselves to have a disability, our achievement matches the target of 6% of employees who consider themselves to have a disability.

Health and Safety

The health and safety of learners is a fundamental value for the Learning and Skills Council. We believe that learners are entitled to learning that takes place in a safe, healthy and supportive environment. Our policy is to adopt a "best practice" role with regard to the promotion of learner health and safety, by applying the following four core principles:

- to expect that colleges and other providers funded by the Council will fully meet their legal obligations and “duty of care” to learners;
- to seek assurance that colleges and other providers have suitable and sufficient arrangements for learner health and safety;
- to take appropriate action where expected standards are not met or maintained;
- to promote the raising of standards for learner health and safety through support, and challenge, as appropriate.

Learners with Learning Difficulties and / or Disabilities

Under the Learning and Skills Act 2000, the Council has a specific responsibility to consider the needs of young people and adults with learning difficulties and/or disabilities. There are robust arrangements in place to ensure that this group of learners have access to suitable provision that meets their needs and where appropriate the additional support required.

The report of the steering group for the strategic review of LSC funding and planning of provision for learners with learning difficulties and/or disabilities (LLDD) outlines a vision of change and transformation for the education and training provided for this group of learners. The report will provide the focus for the LSC in its key activities in this area for at least the next 5 years. The overarching recommendation of the review is that the LSC should develop a national strategy for the regional/local delivery, through collaboration with partners, of provision for LLDD across the post-16 learning and skills sector that is high quality, learner centred and cost effective.

Locally the review of provision for young LLDD has been completed and is now the focus for a multi-agency group to decide how to take forward the outcomes in the light of the national strategy for regional and local delivery. This work will feed in to the Children and Young People’s Strategic Partnership and the local 14-19 strategy group.

Sustainable Development

The LSC has issued a strategy for sustainable development (SD) entitled “From Here to Sustainability”. The LSC is committed to promoting and disseminating this strategy and implementing the actions in it. We need to do this so that the learning and skills sector, and the LSC itself, know what is meant by SD, appreciate why SD is so important and understand why today’s learners need to acquire skills for sustainable development.

The LSC’s strategy for SD will be incorporated into our policies and practices in the same way as policies on equality and diversity and quality improvement have been. It will be integrated into the LSC’s business cycle, be part of the LSC’s agenda for change and be contained in the LSC’s Annual Statement of Priorities. This makes it clear that the sector and the LSC will together promote and embed SD skills and manage resources in ways that encourage sustainability.

Partnership Working

We cannot succeed on our own, and need our many partners to work with us on a shared approach to planning and funding. This includes a close and responsive working relationships with LSC regional staff in the new structure. By setting out our priorities we have provided the framework for partnership with and influence of other organisations, including those in the voluntary and community sector that support our vision for learning and skills. This will enable the strategic alignment of plans and funding to support these priorities. Partnership working is embedded within this plan and our national and regional statements of priorities, and is crucial in responding to the learning and skills needs of employers and learners in the county.

The LSC and Ufi in the region and locally enjoy a constructive and productive relationship informed by regular meetings and sharing of performance data. Ufi is committed to strengthen its work with LSC to contribute more closely to LSC priorities and targets. This will be primarily through Skills for Life first tests and, increasingly, on Level 2. Indicative levels of Ufi/Learndirect activity in the local area are 524 SfL first tests and 32 first level 2.

In addition to this local activity, Ufi's national guidance pilot will be available to all people in the South West and Ufi will work with the LLSC during 2006 to align its national guidance offer with local IAG strategies and plans.

Appendix 1

Summary of key challenge, themes and priority areas for action (06-07)

Skills for Life (Basic Skills)	Raising aspirations	Reaching new learners	Listening to learners and employers	Providing the best
<p>Raise success rates in Skills for Life achievements for all learners, with a particular focus on numeracy and ESOL.</p> <p>Ensure all SfL providers to have measures in place to increase retention and raise success rates.</p> <p>Explore new opportunities in ESOL for migrant workers.</p> <p>Facilitate public sector employees to improve their employability skills.</p>	<p>Increase 16-18 year olds' participation in structured learning.</p> <p>More people to participate in vocational learning.</p> <p>Schools, colleges, providers and local strategic partners actively promote learning.</p> <p>Publish a 14-19 prospectus of the learning, training and employment opportunities.</p> <p>Develop a coordinated Strategy for the Information Advice and Guidance service.</p> <p>Ensure we are meeting the needs of those without a level 2 qualification.</p> <p>Reduce the number of young people not in education, training or employment.</p> <p>Ensure there is effective future provision for 16-18 year olds in the south Cotswolds.</p>	<p>Prioritise resources for employability skills for adults.</p> <p>Support adults to improve skills and sustainable employment.</p> <p>Support the skills brokerage service.</p> <p>Improve leadership and management and supervisory skills.</p> <p>Implement of Parklife phase 2. (subject to approval by SWRDA).</p> <p>Ensure fee income targets within FE colleges are increased through encouraging greater employer investment.</p> <p>Work with the LA and Connexions to align provision with the "Change for Children" process.</p>	<p>Work in partnership at a local, regional and national level to improve the reputation and image of the Further Education sector.</p> <p>Increase awareness and take up of skills amongst Gloucestershire's employers to improve business competitiveness.</p> <p>Establish a portfolio of skills options for workforce development.</p> <p>Prioritise resources within provider plans for the key economic sectors for Gloucestershire.</p> <p>Develop LSC staff to demonstrate exemplar public sector commitment to skills development.</p>	<p>Implement the Regional Capital strategy to support effective investment plans for modernisation and renewal of the FE estate.</p> <p>Progress the extensive new build programmes at our local colleges, including National Star College.</p> <p>Buy provision that meets our priorities and maximises the achievement of accredited qualifications.</p> <p>Centres of Vocational Excellence deliver high quality learning opportunities relating to our key economic sectors.</p> <p>Restructure the LSC to ensure it is better able to deliver the aims of Agenda for Change.</p> <p>Develop a new Gloucestershire Strategic Plan 2007-2010.</p> <p>Complete FE strategic overview.</p>

Learning and Skills Council
National Office
Cheylesmore House
Quinton Road
Coventry CV1 2WT
T 0845 019 4170
F 024 7682 3675
www.lsc.gov.uk

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